**K-5 ELA Lesson Plan**

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| **Teacher:** Morgan, Lake | | **Grade:** 1 | | | **Date(s)**: Thursday, September 13, 2012 – Friday, September 14, 2012 |
| **Unit Title: Wanted:** A Few Good Friends | | | **Corresponding Unit 1 Task 4:** Writing an Opinion  **Task 2 : 2** days | | |
| **Essential Question(s):**  **1. Why is it important for good readers, writers, and listeners to remember important details when retelling a story, poem, or informational text?**  **2. How do illustrations help good readers locate and remember the important details in a story?**  **3.Why is it important for good listerners to give others the opportunity to speak when we are sharing ideas?**  **4. How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Day 1:**  Non-fiction ***“Friendship”*** book  ***Click Clack Moo: Cows that Type*** book  Chart Paper  Markers  Sharing Circle Document  Talking / Sharing Stick  **Day 2:**  Fiction and nonfiction friend books  Document camera  Opinion Writing Frame  ***Take a Trip to Planet Blip*** book  ***Peter Paper Clip*** book  ***Guinea Pig*** book | | | | **Rules First**  **Citizen Next**  **Author Then**  **Capitalization Last**  **Illustrations Story Sequence**  **character traits Opinion**  **story structure Non-fiction** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.1.2, RI.1.7, RI.1.10**  **I Can Statement(s):**   * I can retell stories including key details * I can read nonfiction text and describe key details * I can explain traits of a good friend.   **Instructional Plan:**  **Day 1**   * Introduce vocabulary: non-fiction, opinion * Read and discuss a non-fiction book about “friendship”. * Record details about friendship that students share on a chart. * Introduce the procedures for conducting a “Sharing Circle”. (use the “Simple Sharing Circle Document in Task 4 Unit 1) * Guide students in determining rules for the “Sharing Circle” (Sharing / Talking Stick for the speaker to use) * After rules are determined have students discuss the non-fiction book and share a detail from the book in a sharing circle. * Students should share in an opinion format :”The part of this book that I liked the best was when…….”   **Day 2**   * Review fiction and non-fiction text definitions and other vocabulary: opinion * Show students several books about friendship that have been shared throughout the unit. * Students will choose a book to complete an opinion writing activity * My favorite book about friends is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_.I like it because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   Another reason I like it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.I also like  because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   * **­**The teacher will **model** the process by writing about her favorite book using the document camera. * Model using capital letters at the beginning of sentences. * Model using punctuation at the end of sentences. * Model using capital letters for the names of characters and the pronoun “I”. * Model spelling known words correctly. * Model using the Word Wall for frequently used words that have been taught. * Model sounding out unfamiliar words. * Model looking at anchor charts for help * After the teacher has **modeled** this task, students will be provided a Writing Frame to write and illustrate their own opinion piece on the same topic. As students work independently, the teacher will monitor, conference, and provide support as needed. * Compile the Writing Frames into a class book. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 1.1**  **I Can Statement(s):**  I can use pictures and sentences to write and opinion.   * **Instructional Plan:**   **Day 2**   * Students will choose a book to complete the opinion writing frame. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RL 1.2a:** Identify short vowel sounds.  **I Can Statement(s):** I can identify consonants and vowels.  I can identify the short vowel i sound in a word.  **Instructional Plan:**  **Day 1**   * Introduce and sing the short i song. * After the story, have the students give words that have the short i sound so that you can write them on a igloo cut-out, or an igloo you have drawn, etc. Children will cut out an igloo and put short I words on the squares of the igloo. Make a picture with the igloo paper. (More advanced students could write sentences on the back). * Carl’s Corner has additional ideas   **Day 2**   * Today we will work with the word family ip and ig. “Here’s a part you know”. “Make a chart with the two headings ip and ig..Have the children listen as you read the stories, “**Take a Trip to Planet Blip**”, “Peter Paper Clip” and “Guinea Pig. Have children give words that you could write on the chart side –ip and -ip. * **APPLY:** Draw a pig on the board and have children generate ig words on it. * Draw a paper clip on the board and have children generate ip words on it. * Word Study: pig wig big dig, fig, gig, jig, rig, zig, * Dip, hip, lip nip, rip sip tip whip zip chip grip | | | | |
| **Gradual Release of** Responsibility**:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards SL.1.1 “participating in collaborative conversations with diverse partners”.**  Requires explicit instruction with extensive modeling from teacher, followed by opportunities to practice.  **I Can Statement(s):**  I can listen to and retell a story using complete sentences.  I can share in a sharing circle. | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Write 2-3 sentences that include all of the components of a “good” sentence. Add one or two other facts to the survey that make the students a good friend. | | If students are unable to write a sentence, they can copy one from the board or use pictures. Pair a struggling reader with a stronger reader for the purpose of conducting the survey. | | | Teacher will scribe or the teacher will write a sentence and students will copy. Pair the student with another same language child. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Rubric for Writing About My Favorite Book  Opinion Writing Frame | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*